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ABSTRACT

"A Feel for Books" is a book discussion program for adult developing readers and their teachers and tutors conducted at the Martin Luther King, Jr., Memorial Library in Washington, D.C. The program consists of five or six meetings per year, each about 1.5-2 hours in length conducted at 2 local libraries; over 2 years, 40-60 persons regularly attended each meeting. An evaluation was conducted with 10 students who participated in 2 interviews and 3 book discussion sessions and documented their daily and weekly literacy behavior and feelings in a journal, and with 6 teachers/tutors who were asked to document any changes of performance or attitude they observed in their one or two learners during weekly instruction as well as to attend the 3 sessions and participate in the 2 interviews. Analysis of the testimony given by students and teachers or tutors showed that the program has greatly affected those who attended on a regular basis for 2 years. All 10 students evidenced degrees of positive change concerning their literacy and learning understanding, feeling, and behaviors. In addition, participation in the program affected the understanding of literacy instruction of the six teachers/tutors more than their knowledge of the act and process of reading, and they gained more knowledge of their students' progress and their need to focus on recognizing that progress. The study concluded that "A Feel for Books" has provided many adult developing readers and their teachers/tutors with an approach to appreciation for literature, discussion, and the democratic exchange of ideas. The study recommended that other libraries consider sponsoring such a program and that they assess the results and make changes for program improvement based on such assessment. (Sample teacher/tutor's logs, student logs, and evaluation sheets are provided.) (KC)

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ED 372 303

"A FEEL FOR BOOKS"

(ADULT LEARNER BOOK DISCUSSION PROGRAM)

PROGRAM EFFECTIVENESS STUDY

Coordinator, Marcia Harrington and Researcher, Nancy Goudreau

January 31, 1994

District of Columbia Public Library
Washington, D. C.
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Table of Contents

Section One:
Introduction to the Components of the Study.....1
* Introduction to the History of the Feel for Books (FFB) Program
* Description of the Methods for Conducting the Study
* Description of the Sample Population
* The Initial Research Questions and a Broadening of the Areas of Inquiry
* Method of Analysis
  ~~ Figure 1.: The Model for Categorizing Student Testimony.....7
  ~~ Figure 2: The Essential Attributes and Skills of an Adult Educator.....10
* Description of the Data Presentation and Topics in this Report

Section Two
Teacher/Tutor and Student Responses about the Effectiveness of FFB.....13

Section Three
A Summary of the Responses about the Effectiveness of FFB.....29
* Valuing the Experience
* Particular Features of the Program
* Reactions to Book/Story Selections, Dec. 1993 - April 1994
* Fulfilling the Log Responsibilities
* The Usefulness of the Introduction on FFB Evaluation Sheets

Section Four
An Analysis of the Changes in Students' Feelings, Understandings, and Behaviors.....33
* Introduction
* Comparisons Between the Subdomains of Ten Individual Students

Section Five
An Analysis of Change for Individual Students and the Group of Students.....47
  - Chart 1.: How Ten Students Were Affected by their Participation
* Interpretations of the Result of the Student Data

- Chart 2.: The Number of Developmental Areas in which Students Were Positively Affected
- Chart 3.: The Number of Reading Concepts in which Students Were Positively Affected
- Chart 4.: Comparison between Affected Developmental Areas of Individuals and the Degree of Fulfilling Log Responsibilities
- Comparison between the Affected Reading Areas and the Degree of Fulfilling Log Responsibilities

Section Six
An Analysis of the Changes in Teacher/Tutors' Feelings, Understandings, and Behaviors.....54
* Introduction
* Comparisons Between the Subdomains of the Six Individual Teachers/Tutors

Section Seven
An Analysis of Changes for Individual Teachers/Tutors and the Group of Teachers/Tutors.....63

Section Eight
Conclusions and Recommendations.....68

***References*.....70**

Appendix A
Sample Teacher/Tutor's Log

Appendix B
Sample Student's Log

Appendix C
Two Sample Evaluation Sheets

Section One: Introduction to the Components of the Study

Introduction to the History of the Feel for Books Program

Since March of 1991, the Adult Basic Education staff of Martin Luther King, Jr., Memorial Library in Washington, D. C. had been sponsoring a book discussion program for adult developing readers and their teachers and tutors. The program, A Feel for Books (FFB) consisted of five/six meetings per year, each about 1 1/2 - 2 hours in length and was conducted at two local libraries. The same readings were discussed during a morning and evening session. Library staff, teachers, and tutors volunteered to facilitate. Before the date of each meeting, the books and/or stories to be talked about were distributed to students, teachers, and tutors through their D. C. literacy programs, so people could be prepared to discussed. (Note: *A Feel for Books, Book Discussions for Adult Developing Readers: A Resource Manual*, 1993, District of Columbia Public Library, describes in detail how to implement this program, train facilitators, select stories and books, and evaluate.)

Over two years, A Feel for Books had garnered enthusiastic support from students, teachers, and tutors; 40-60 people were regularly in attendance per meeting. Although the enthusiasm of the audience seemed obvious, evaluation had consisted only of informally receiving comments and endorsements from FFB participants. Therefore, the Feel for Books Advisory Committee recommended that a research study be conducted to better identify

and assess the FFB impact on the audiences and to make recommendations for more effective sponsorship.

Description of the Method for Conducting the Study

Grounded research was selected to be used to ascertain the impact of A Feel for Books on participants. The primary method of gathering information was by interviewing before and after the FFB schedule of programs. Thus, the ten students to participate in the study had three responsibilities:

a) To participate in two interviews, one in November, 1993 and one in April 1994.

b) To attend the next three FFB sessions (December 1993, and February and April 1994).

c) To document their daily/weekly literacy behavior and feelings about their behavior on formatted journal sheets.

The six participating teachers/tutors were asked to document any changes of performance or attitude they observed in their one/two study learners during weekly instruction, as well as attend the three sessions and participate in the two interviews.

After the second interviews in May, 1994, the written logs and audio recorded testimony were analyzed according to certain subdomains/categories, and comparisons were made.

Description of the Study Population

The study population consisted of two groups involved

intimately with adult literacy education. The first group was ten adult students, all African American, who were enrolled in four literacy programs in Washington, D. C.: Literacy Volunteers of America, the Senior Citizen Counseling and Delivery Services, PLAN, Incorporated, and the Academy of Hope. Two of the students were in their 60's and the others were in their 30's. They had been attending some sort of adult literacy improvement program for an average of 2 1/2 years (five students for one year; four for three years; and one for five years). The experience for most was solely with one of the four programs cited. The reading abilities of the students ranged from pre-primer to high school levels.

The second group was made up of five instructors and one tutor, one of whom was African American and in his 70's, who were affiliated with the four cited programs. All had at least five years of experience as volunteer or paid teachers/tutors with their current program. All included teaching in their community and/or professional backgrounds.

The Initial Research Questions and a Broadening of the Areas of Inquiry

Initially, it was reasoned that adequate evidence of success for the Feel For Books Program would be demonstrated if the participating students, teachers, and tutors had, at the study's end, altered their understanding of reading, according to three models assumed by Keefe & Meyer: the phonics model, the whole

word model, and the meaning model (1980, p 122). Keefe & Meyer identified these three models after asking 100 adult disabled readers several questions:

1) When you are reading and come to something you don't know, what do you do?
2) Who is a good reader that you know?
3) If you knew someone was having difficulty reading, how would you help them?
4) What did your teacher do to help you learn?
5) What do you wish you could do better as a reader?

(Ibid., p 120).

Therefore, of the 14 - 17 questions on the two pre-program interview forms, 4 - 7 questions for students and teachers/tutors referred to the Keefe & Meyer questions, to ascertain which reading models were implemented by the students, teachers, and tutors.

However, by the time of the post-program interviews, more layers of dynamics, literacy, and sentiments were obviously contributing to the Feel For Books experience than just realizations about the reading process. Therefore, the questions for the post-interview attempted to capture this more dimensional effect of FFB participation by incorporating Hudley's "three components of attitudes": a) the affective domain; b) cognition; and c) behavioral tendencies) (November 1992, pp 182-188). Specific questions were phrased:

* 'What did you think about....'

* 'How did you feel about....'
* 'What did you do about....'

In addition, the post-interview questions attempted to reflect a broader foundational understanding of literacy as a holistic set of communication modes; questions asked participants about their knowledge, feelings, and use of their learning activities and preferences and their speaking, listening, and writing proclivities.

Method of Analysis

Questions about a broad use and understanding of literacy and learning modes and Hudley's three attitudinal components had been incorporated into the post-program interview. Therefore, as a domain identifier and organizer for sorting and clarifying the students' testimony, the researcher decided to use Lytle & Schultz framework which identifies four dimensions of literacy learning, that suggest areas to be assessed after literacy instruction (1989):

a) Perceptions: The learner's beliefs/attitudes about literacy and his/her own literacy ability.
b) Practices: How learners use literacy daily.
c) Strategies and interests: The learner's literacy processes used when attempting literacy practices and tasks.
d) Goals: Personal priorities in learning which may involve future literacy use and learning.

(summarized by Fingeret, April 1993, p 16)

The researcher interpreted/refined each of Lytle & Schultz' areas with those subdomains from the second interview testimony which seemed appropriate, such as 'self-esteem,' 'personal functioning,' and 'degree of satisfaction with performances.' The Keefe & Meyer topics were subsumed as questions into the Lytle & Schultz framework. It was anticipated that the responses to some of the questions could fit into a few subdomains, not just one.

The researcher was very gratified to see that the student testimony naturally seemed to fit into the Lytle & Schultz framework. Figure 1. displays how these two research references were used to guide and organize the interview questions.

Figure 1.

The Model for Categorizing Student Testimony.

NOTE: The model depicts post-interview student questions, arranged according to the four dimensions involving literacy learning which suggest areas to be assessed after literacy instruction (Lytle & Schultz, 1989), in addition to the researcher's interpretation/refinement of the Lytle & Schultz areas.

.....

I. **Perceptions: The learner's beliefs/attitudes about literacy and his/her own literacy ability.**

Self-esteem

* 8. Do you think you talk more or less often, more or less easily in group situations?
14. How do you feel about your writing?
* 18. Do you find it easy to talk in front of others?
* 19. Do you enjoy expression yourself in front of others?
* 23. What have you gotten from reading?
29. How do you feel about your reading?

Self development

* 13. What do you think about the use and value of writing?
* 16. How do you learn best?
* 17. In the past, what have you done to learn better?
* 27. Does reading more frequently affect your listening and speaking?
* 28. What do you think about the use and value of reading?

Effective instruction

* 25. What does your teacher do to help you learn to read better?
28. What do you think about the use and value of reading?

.....

II. **Practices: How learners use literacy daily**

Personal functioning

* 20. When you are reading and come to something you do not know, what do you do?
* 27. Does reading more frequently affect your ability to listen and speak?
30. Now do you find yourself reading more or less often, more or less easily?

.....

III. **Strategies and interests: The learner's literacy processes used when attempting literacy practices and tasks.**

Degree of satisfaction with performances.

* 18. Do you find it easy to talk in front of others?
* 19. Do you enjoy expression yourself in front of others?
* 21. How do you think a good reader reads?
* 23. What have you gotten from reading?
* 24. Has reading benefitted you personally?
* 27. Does reading more frequently affect your ability to listen and speak?
* 29. How do you feel about reading?

.....

IV. **Goals: Personal priorities in learning which may involve future literacy use and learning**

* 22. What do you wish you could do better as a reader?
* 26. How would you help a friend who is having trouble reading?

.....

The pre/post testimony from the teachers/tutors, however, was not appropriate to the Lytle & Schultz framework, and the researcher decided to use Galbraith's "essential attributes and skills of adult educators" (1989). This too proved to be a natural fit, but without any interpretation/refinement needed by the researcher. As with the students, topics from Keefe & Meyer were subsumed into Galbraith's model. For instance, "How do you think a good reader reads" was considered under Galbraith 's "knowledge areas." Figure 2. depicts Galbraith's model.

Figure 2.

The Essential Attributes and Skills of an Adult Educator Fall into Five Areas (M. W. Galbraith, 1989, unpaginated):

.....

I. Which role at which time?

* teacher	* facilitator	* role model
* mentor	* coach	* counselor
* guide	* demonstrator	* content/resource expert
* challenger/questioner		* friend

II. Personality and interpersonal attributes

* caring	* trusting	* encouraging
* self-confidence	* informality	* enthusiasm
* responsiveness	* flexibility	* patience
* humor	* understanding	* listening
* passion	* humility	* empathy
* respect	* interest	* sharing
* imagination	* expectations	* time-conscious

III. Knowledge areas

* Knowledge of content	* Knowledge of learners
* Knowledge of methods	* Self-knowledge

IV. Instructional planning skills

* needs assessment	* context analysis
* setting ed objectives	* organizing learning act.
* evaluation	

V. Teaching and learning transaction skills

* **Descriptive features:**
  - collaboration - support - mutual respect
  - freedom - equality - challenge
  - critical reflection
  - praxis/putting ideas into action
  - cultural constructs and relevance

* **Elements**
  - truth - responsibility
  - challenge
  - risk-taking (commitment, confrontation, and independence)

Description of the Data Presentation and Topics in this Report

The data is organized into several sections. In the tradition of guided research, the voices of the teachers/tutors and students are quoted extensively in response to particular questions. Name references of study participants, along with their initial delimiters, are given for each quote.

Section Two contrasts the responses to questions about the effectiveness of the Feel For Books Program (FFB) between teachers/tutors and students. After describing their reactions to experiencing the readings and discussions, both sets of participants are asked about their reactions to log duties.

Section Three summarizes the responses of students and teachers/tutors about the FFB program.

Section Four presents an analysis of the changes in students' feelings, understandings, and behaviors, as shown in interview testimony and referenced to Keefe & Meyer and Lytle & Schultz.

Section Five presents an analysis of change evidenced in the testimony for individual students and students as a group.

Section Six analyzes the changes in teachers/tutors feelings, understandings, and behaviors, as shown in testimony and referenced to the Galbraith framework.

Section Seven presents an analysis of change evidenced in pre- and post interview testimony for individual teachers/tutors and the teachers/tutors as a group.

Section Eight reviews the original three goals and

objectives of the research study and presents recommendations about implementing Feel For Books Programs and about conducting research on their effectiveness.

Section Two: Teacher/Tutor and Student Responses to 14 Questions about the 1992-1993 Feel for Books Program

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Question I. A. Teacher/tutor, did you enjoy doing the readings with the student(s)?

In general, all six teachers/tutors agreed that the 1992-1993 selection of stories and one book was diverse and interesting; "varied, short enough pieces so FFB held their attention" (Jo). But, Tony and his students thought the quality was less than the set of selections from previous years.

In particular, Tony and Esther were both surprised about how enthusiastically students responded in class to Sarah Plain and Tall, which was "so unrelated to their experiences. Students latched on strongly to the relationships, struggles in understandings. It didn't seem to matter that it was another century, certainly another place" (Esther).

In contrast, "Abiyoyo" and "Tailypo" were both strongly disliked by Tony, Esther, and their students. "The pictures outweighed the text and were gruesome and strange" (Tony). In addition, Betsy thought these two stories and "The Peach Boy" and "Cave of the One-Eyed Giant" "were not necessarily appropriate for adults and that her student would read them to her nieces, not to herself."

Question I. B. Student, did you enjoy the readings? Which the most?

The students generally agreed with the teachers/tutors. All ten said they enjoyed the readings very much.

Five of the ten students enjoyed reading Sarah the most. While Era said "it was more realistic," Sam enjoyed it "because the characters were demanding to get what they wants, always looking for something, and found them in the end." However, Sharon thought Sarah was "a bit complicated in language" and Terry found it hard to read.

Only four students commented about "Peach Boy" and "Cave of the One-Eyed Giant." They were Mary's favorites because "someone wishes for something from God and got whatever they asked for. Also, both were adventures." But, Beatrice thought "Cave" was too scary, and Carlethia considered both to be children's stories.

Three students liked "Abiyoyo" the best; Terry enjoyed the

scary monsters, but only two liked "Tailypo" the best, Sharon and Terry. Linda thought it much too scary.

Question II. A. Teacher or tutor, Did you enjoy attending the discussions with your student(s)?

All six tutors and teachers heartily enjoyed sharing this experience with their students.

Question II. B. Students, did you enjoy attending the discussions with your teacher/tutor?

All ten students greatly enjoyed attending the discussions. Some of their reactions include the following:

Linda - "At first, I didn't say much. Then, in one discussion, a couple of times I said something. My teacher expressed surprise. I started moving [talking] cause I knew what I was talking about."

Terry - "The best part is getting the different descriptions and opinions from people." Carlethia agreed: "Love it when we discuss and everyone has different ideas about the stories and when the facilitator throws out questions; gives us something to think about."

Mary - "Enjoyed them all. In all the stories, there were things that people wanted to have and could have if they go for them, if they believe in themselves."

Five of the students thought the Sarah discussion the best where, as Sam said, "everyone in the audience got more involved and there was more to discuss than the stories which were shorter." Also, Makeda thought that since she had seen the video and read the book, she "felt confident in my knowledge, attained fast. I was on key to everyone's response which made me feel part of the FFB discussion even more; people in the audience were reacting in a similar way to my own."

While Era and Sharon enjoyed "Abiyoyo" the most, Terry thought there was "too much emphasis on monsters."

Two people commented about the effectiveness of the storyteller who told "Abiyoyo" and "Tailypo" and facilitated discussions. Era thought the storyteller was "'very explicit' and brought the characters to life." But, Carlethia explained she didn't like the storyteller telling the stories because she went through the whole books and did the whole books. I like the discussion part of FFB, like what we've been doing. If the

teller was going to do all that, someone from the group should have read."

Bill did not comment on the three discussions in the research study since he most enjoyed "The Four Letters," which were the topics of the first FFB in October 1992, and not included in the study. He thought that "the variety of letters brought everyone's attention and everyone had an opinion and different angles. We learned how people's lives contributed to their feelings and what they had personally experienced. Through the conversations, we discovered why people acted the way they did."

Question III. A. Teacher or tutor, did any of the discussions change your opinions about the readings?

All six found the discussions stimulating, and three teachers/tutors were specific about how their opinions were changed.

Betsy who initially thought all of the stories except "Sarah" were child-oriented and so, were not appropriate for adults, saw, during the FFB discussions, "there were child and adult interpretations possible--illuminating to me. Also, the discussions were much more interesting than the readings. I learned more in the discussions."

For Jo, the FFB discussions "made me see more ways of interpreting that I hadn't thought of."

Lastly, because Tony and his students negatively reacted in class to "Abiyoyo" and "Tailypo," he was completely surprised as to "how the discussion evolved; we talked about messages, hidden meanings, monsters in our lives--totally unexpected for him."

Question III. B. Student, did any of the discussions change your opinions?

Seven students were specific about how their opinions were changed, and two thought their opinions were not affected.

Five agreed that the discussions clarified some ideas and brought out even more interpretations. "The audience saw things I didn't see and I saw things they didn't see--all came together during the discussion" (Mary). Also, Era said, "the characters came alive in the discussions. Though we had already discussed in class and knew the story line and were prepared, in FFB, it was all pulled together."

Question IV. A. Teacher or tutor, did watching any of the facilitators affect your teaching?

All six teachers/tutor gave lengthy testimony about how observing the facilitators and/or participating in the experience has specifically and positively affected their teaching. Excerpts are quoted below.

John - several learnings:

* I learned how to brainstorm with students, how to ask questions and how to get them interested in participating.
* I didn't always agree with the facilitators' conclusions, but they made the students think for themselves which is always good.
* The facilitators told the story differently than me; I was learning how to present it better to the class

Marja - two appraisals:

* Discussion adds more dimensions to reading, not particularly from what the facilitators say, but from what points of views others bring to it. In my lessons, I don't consider symbolism so much. During one FFB discussion, it was especially interesting for students to consider fighting the monsters in our lives, very inspirational. This helped me see that this dimension [from reading] was possible.
* Good to critique the questions the facilitators asked as to which the audience reacted to and which were not stimulating. Very educational.

Betsy - one inspiration:

* The manner of one facilitator was marvelous. He seriously and unpatronizingly posed questions which I thought would have been obvious. He gave these students an importance and thereby, stimulated pride and brought them to revelations. Since, I've been questioning students more than before. I had been assuming her literal understanding. Now, I'm asking my student to reiterate, analyze, and interpret. This technique involves me more and is more interesting to me as a tutor.

Jo - one reminder:

* I forget how you can get vocabulary through talking aloud. FFB reminds me about this. Discussion relaxes the students--not so much pressure--they can improvise.

Tony - one continuing challenge:

* I always learn--still trying to learn to ask open-ended questions, like one of the facilitators, in order to help people learn.

Esther - one technique:

* One facilitator has the knack of not being condescending, to draw things out of people without sounding like she's talking to a class, to kids. She talks to FFB audience as colleagues. This instructs me as to how to draw people in. Observing another discussion reminded me of what I don't want to do -- a touch of condescension.

Question IV. B. Student, did you express yourself at FFB?

Generally, all ten students expressed themselves during the three discussions, though for two, it was hard: for instance, "always tried to say something, for the research study, and to have some say in the discussion" (Sharon).

Bill recognized the importance of his participation when he admitted that, "to me, to be able to participate in things and get back to it [this type of participation], is what I need to do."

Question V. A. Teacher or tutor, what do you think about the use and value of attending and taking students to book discussions outside the classroom?

Attending the FFB program requires morning or evening travel to a public library. Regardless of the necessity to advertise among students and make special travel arrangements, all six teachers/tutors heartily endorse the FFB program as extremely valuable. Comments are as follows:

a) "My class of senior citizens hasn't missed a session, even during the snow. They really look forward to the session, very desirous to go" (John).

b) "You can feel free to discuss, without discrimination among teachers and learners. I've noticed one person who really speaks out and I don't know if she is a student or teacher" (John).

c) "Over two years, two of my students went from speechless to being very confident. They now consider themselves as people who participate in a forum situation--building their own confidence in forming and holding opinions, thinking while they read, and stating in front of others. They can make

connections and anticipate the questions of others" (Esther).

d) "Enriching for my student to see other adult learners, to participate in a wider discussion, rather than a one to one, back and forth with me. My student loves having her private personal tutor, but without breaking the cord, she won't be encouraged to do something else, as provoked by this group dynamic. FFB gave her another option to consider; it validated her in that she's as smart and verbal as the others" (Betsy).

e) "It's a new experience for many and a way to implement their learning, to show off, to share experiences. Reading tends to be private. It's good for them to see how people can get something different from the discussions" (Tony).

f) "They learn to express themselves because the more they participate, the more they speak, which carries into other areas of their lives" (Tony).

g) "Just to have it take place in a library is good. The idea of going there is a first for some students. Also, it's good for students to realize they are not the only ones and to be able to talk to other students and compare notes about schools. Lastly, I see a need for field trips, tours, to get language out from that event. It's not so much the reading and writing barriers for my students; it's the 'exposure' barrier and vocabulary they don't know, places they can't place" (Jo).

Question V. B. Student, what did you think about the use and value of participating in FFB discussions?

The ten students expressed great enthusiasm about their participating in FFB.

a) "Normally, you don't have anyone around to share your opinions who has read the same. At FFB, we share, discuss something we all know about, despite our different life styles and schedules. This makes you feel like you have a friend" (Makeda).

b) "It's very valuable for me cause I want to learn more. The only way I can learn more is to participate. If I just sit back in my own world, I'll never understand or learn what I want to learn" (Mary).

c) "If you read or do not read the story, you can learn more about the topic. It was good to go to something where you can discuss with a group of people cause I need to get out of being shy. My first time in doing this" (Linda).

d) "Very important to a person like me who is trying to

get reading together. It explains a lot of things right in front of you--the interpretations. We have a lot of different opinions, so you have a choice" (Terry).

e) "Since I've been coming, I bought two books and am reading them. I enjoy it. I think we should do it once a month. It makes you read more" (Carlethia).

f) "Participation gives you an opportunity to find out if you really understand what you had read" (Sam).

g) "A lot of times when you're read a book, there's no one to really tell how you feel about the book, so I think a discussion is good" (Sam).

h) "It teaches you to share your thoughts, feelings, ideas about any areas with others. Once you begin, it takes away that shyness that some have in talking" (Beatrice).

i) "it gives me more confidence in myself. I didn't have much" (Beatrice).

j) "It gives a person a chance to give his/her opinion and get it validated. At one FFB, I had to read what I had written and I liked doing this" (Era).

Question VI. A. Teacher or tutor, how did you feel about attending the discussions and taking your student(s)?

All six teachers/tutors enjoyed attending and felt wonderful about seeing the enjoyment of their students and "being able to be part of a discussion that I am not responsible for" (Marja). John says that his students "continue the discussion while traveling back together in the van and the discussion continues into other lessons."

Only one teacher felt bothered by the travel and time commitments. Although recognizing the value of attending, Marja admitted she "feels guilty about leaving her literacy center; having to get a substitute is a hassle, so, although it's a fun morning, it's hard to do."

Betsy brought up another feeling. She admitted that she felt awkward the first time she attended because: (a) so many of the teachers were white, while the students were African American; and (b) the intellectual and appreciation levels appeared to be broad. However, she then realized during this first discussion and the next ones that these differences did not seem to bother anyone else and, in fact, enriched the discussion.

Question VI. B. Student, how did you feel about participating in the discussions?

All ten students felt their self confidence boosted while participating. As Terry said, "I felt pretty good about myself. They were bring out some good points about stories. I was able to join in with this [process]. It made be feel very good about myself cause I know something about the book by reading [having read]--because I read."

In addition, Makeda pointed out that "we can read with our own interpretations and respond, without it being a student/teacher relationship."

Mary explained in detail how the discussion process worked for her and how comfortable it was. "When I voice my opinion, others can voice their opinions too. I felt good cause I could voice my opinion so others can react too. I react to others' opinion too--that's how I learn. I like to hear others' opinions about how they think. Then, I can get a better understanding and put two and two together about how my opinion relates to others and how much I agree, and I can still look at mine, but mine with theirs and agree on it. This is how it should be. I can just tell my opinion. It's just my opinion."

Question VII. A. Teacher or tutor, now, do you find that, with the same students, you can facilitate/teach more or less easily, more/less effective?

Five of six teachers reported that observing their students participate so vocally in the FFB discussion gave them different perspectives on the students' abilities to express themselves, so "I do not any longer let him and her sit quietly in class" (Tony) and "I am no longer fearful to put students on the spot; I expect they have thought about it and, if not, they are not afraid to say so" (Esther).

The sixth teacher claims that "FFB has given her the courage, incentive, example to try higher level, analytic stuff with my student, than just reading and writing as much as possible during the short tutoring time. I'm beginning to see that there's something to going into more depth rather than just trying to cover as much material as possible. I'm consciously trying to do that. FFB may have had more effect on me than my student" (Betsy).

Question VII. B. Student, now, do you think you talk more or less often, more or less easily than before FFB?

Only one student claims he was comfortable before FFB and has not changed in his talking ease since attending FFB. The nine others testified that they believe they talk more often and more easily since participating, either in FFB or in their literacy programs. The several quotes below typify their responses.

Era - "Never been a public speaker, but when you stand up in this kind of group, it makes you feel nice inside. I think I feel more and more expressive cause I've already done it at FFB."

Sharon - "More easily. I was always the type of person who didn't want to say anything or express feelings. Everyone who comes to PLAN basically wants the same thing, to learn how to read better. It makes you feel more comfortable, expressing myself, when I'm around people sort of like myself. Everyone is trying to achieve something and I know what they are trying to achieve."

Makeda - "I talk less because I want, now, to hear what others are saying. I'm a talker. Before, I would have probably been there and said, 'Hear me.' Now, I'm listening."

Mary - "Yes, I talk much better than every before. It just gets better."

Beatrice - "Talking comes more easy and I talk more. I can now answer questions in FFB discussions.

Question VIII. A. Teacher/tutor, why would you recommend FFB to a fellow teacher/tutor?

All six teacher/tutors would highly recommend FFB as a rich professional development opportunity where you can get "good exposure to what you ordinarily wouldn't try" (Jo), while "mixing with a crowd of teachers and students" (Marja).

Betsy's reasons incorporated some of those from the others. "To a good teacher, it's a refresher. For inexperienced teachers, it's a way to see others' styles. Also, it's a break in the routine, which is valuable if you work in isolation like in the LVA program. In addition, it's valuable to rediscover the fact that other students have the same reading problems as your own. Lastly, it's rewarding for you to see your students walk into the library and see it's not a scary place."

Question VIII. B. Student, why would you recommend FFB to a friend?

All ten students highly recommend FFB as an valuable experience, especially in regards to learning more and meeting new people. The few quotes below are typical of the reactions.

Sharon - "During discussion, we are learning more about the books and even more about ourselves. Books have meaning, and they are similar to my family, ourselves."

Bill - "I'd recommend anything if it's seriously trying to reach people and help them educationally. FFB makes you feel comfortable and is suitable for all types of people, with different educational levels and abilities."

Mary - "You not only get to read the books, you get to learn more about life and about other people's opinions. You get to meet and connect, though you never saw them before because of the discussion that you are part of and participate in. Of course, you can go and just sit back."

Question IX. A. Teacher/tutor, did the responsibility of observing student(s) and then writing about them on a weekly basis cause you any hardship? (See Appendix A for a sample instructor log sheet.)

The major hardship most of the six teachers/tutors reported was finding the time to write their comments, despite good intentions.

Another hardship admitted by three was that the difficulty of summarizing what they had observed into cryptic phrases.

A third hardship, as reported by Betsy, was the difficulty in separating the impact of her student's simultaneous participation in one literacy program, the FFB program, and her tutoring situation: "Very hard to attribute changes and results to FFB--I had to write something, but couldn't honestly say; I did not forget about it, but wanted to be honest."

Question IX. B. Student, did the responsibility of writing daily or weekly about your reading/writing/speaking activities cause any hardship? (See Appendix B for a sample student log sheet.)

In contrast to the six teachers, only one student complained about having a hard time finding the time to write: "The cross to bear got to be this FFB job and the PLAN class and my important work responsibilities" (Bill). In fact, Bill did not turn in any logs.

Three other students cited other difficulties. However, two of the three also described how they could have solved their problems: a) "The three-ring binder was awkward and heavy to carry. I might have jotted down notes in a small notebook" (Makeda); and b) "Did four entries in December, one in January, and two in March. I tried, but ran out of envelopes. (Each student had been given ten stamped envelopes, with instructions to call when they needed more.) Maybe I would have written more. I didn't read the rest of directions" (Era). The third student became stymied when she "couldn't spell words I wanted to use so I got disgusted and stopped. I also have a letter I haven't sent because of spelling" (Beatrice).

NOTE: The researcher had decided <u>not</u> to call students during the months after their first interview in order to check up on their progress, answer further questions, or offer them encouragement. She reasoned that the interview and directions had been more than instructive and encouraging. Furthermore, it seemed that an unstated objective of the study could be to see if students who attend FFB will be able to fulfill extra literacy demands and demonstrate incentive in solving any problems. If FFB students in the study had difficulties, they could call the researcher, arrange to meet with her, or speak to their teacher/tutor.

The other six students did regularly write entries in their logs and submitted them in batches to the researcher. In fact, four of them wrote practically every day. Sharon gave the most detailed account of her schedule.

"At first, it was hard. Then, easier and easier cause I knew I wanted to do this. After I was finished the logs [for the study], I wanted to keep going. It had become a habit and I miss it.

"When I was doing it, I set a time limit of 30-60 minutes for the reading. Would go into my bedroom and close the door and the kids knew what I was doing. After I finished reading and put some thought to it, I did 5 minutes for writing an entry, after making it short, spelling the words right, and asking kids and mother how to spell some."

Question X. A. Teacher/tutor, did thinking about what to write concerning the student(s) become harder or easier for you?

The same concerns of question IX were voiced for this question, including another fundamental problem, experienced by Jo: "It was at times easier to see if they had improved or gotten worse, but at other times, I couldn't tell."

Esther believes that noting observations "is a good discipline because it forced me to keep a closer eye on the

development of learning, which is a positive thing. Because of log responsibilities, I was paying more attention to where I saw progress and where I didn't and what was causing that."

Question X. B. Student, did thinking about what to write become harder or easier for you?

Although initially difficult for most students, deciding what to write became easier as the months passed for those who had gotten past the difficulties referred to in IX and had become accustom to writing and reading on a regular basis: "Harder in December cause I wasn't reading as good as I am now. Wrote about things that happen to me and my family, was easy. Tried to find interesting things to read. I love to read now, especially newspapers" (Linda). Terry thought "it was hard in December, then became easier after I had asked the researcher for clarification. Then, I could write about anything."

Makeda who had complained about the bulkiness of the three-ring binder found that thinking about what to write was not hard because she "always had an opinion. But, had never thought seriously about my writing till faced with this task. The responsibility made me realize a weakness I had in that I read, but don't write. I read more cause of the responsibility, but was not able to do the second step."

Question XI. A. Teacher/tutor, did you gain anything by writing about student(s)' class behavior?

Four teachers/tutors acknowledged that despite hardships, they gained from the regular writing because this increased awareness of signs of learning provoked "more awareness of what activities were really opening some doors and how were these prompting someone to open up" (Esther). Also, it "made me more aware of my student's progress. Helped me realize how much she has progressed this year and from where she is coming" (Marja).

However, to two teachers/tutors, having to write regularly "provoked guilt and forced me to see what I had done, had covered, could have concentrated on, didn't do enough" (Jo). Betsy continued in this vein when she admitted that "what it showed up were my inadequacies, not the student's and my lack of background."

Question XI. B. Student, did you gain anything by writing about your literacy activities?

All of the students except Bill who had not written any

entries expressed certainty that they had gained from the writing they did do. The amount varied. Of the nine others, four had written practically every day; one had surged during the last two months of the study; and the other four had faded after the first month or two. Most were quite specific about appraising the value of their writing experience for this study.

Sam - "Yes. It helped my ability to put down into words what I was saying. Helped my spelling--came back. Would refer back to the newspaper to help me with the spelling. It's easier to read the word, then to try to spell it and try to look it up."

Linda - "It was like a diary. Anything that I can look back to see what I've been through and what I did. It makes you feel good to look back at what I am able to do. Reminds me when I couldn't do it. I know where I come from. Last year, I couldn't do it. Now, it was really good to keep a diary and a log."

Sharon - "Yes, I gained encouragement to read more. I liked to read, but now reads more cause I feel like it. I wanted to continue to write every afternoon, even when the study was over."

Era - "Had done writing years ago. Just sitting down and getting thoughts together made me realize I can do it again."

Terry - "It was like a diary. What I gained was knowing that I liked some of the things I did that day and hated some of the things. During the day, I was just going along, but when I had to write, the thoughts came to me. Also, I learned about taking notes from a lady at work who helped me to learn."

Makeda - "It showed me my need to practice writing cause doing the log was not easy. It was a burden I kept putting off."

Mary - "I gained a lot. I gained how to keep up with my schedule of when I read during the day. One book I just read cause I liked it--it got interesting, with lots of stories. The majority of the time, I knew I was suppose to be reading daily (for the log). But, I just read books cause I wanted to. Keeping the log pushed me even more to go ahead to read. But, the prime motivator was that I had set up to do reading every day."

Question XII. A. Teacher/tutor, what did you think about the value and use of observing student behavior and noting it down?

Five of the six teachers/tutors think observing and noting observations are valuable, in that, "it raises consciousness about students' needs and brings you back, in touch with the reality of those needs" (Betsy). John said that "such activities

make you think better about what you are doing--clarify and reevaluate yourself."

But, while Tony thinks observing is very valuable, he doesn't feel he needs to write down his observations to remember them.

Question XII. B. Student, what do you think about the use and value of writing?

All of the students expressed serious appreciation for the value and use of writing in their personal lives and futures.

Terry - "Writing is very critical in life. To learn how to write freely is very wonderful. Even though I don't write too freely, when I do write a sentence about myself, I feel much better."

Era - "Putting down on paper helps me write better to someone else and to do other writing tasks."

Bill - "Writing has quite a bit of value. The more you can do this, you can put your thoughts down and are able to branch off from one point to another and get back."

Linda - "One day, I want to write about my life. That's in the making. If you can read, you can write. I love both. I write every time my mind says something."

Mary - "Wow. The value of writing. When you write down, you remember what you do, what your thoughts were, and can always go back and look at them and say, 'Look, I did this and if I did this and like it, I can do it again.' Writing helps me judge how far I've come."

Makeda - "A valuable took that I do not have the right hand on now. I'm encouraged to try journal writing to improve."

Sam - "You can imagine. There's nothing like being able to pick up a pen and just write. Being a driver, my job doesn't need me to write. It's a missed area for me. I just memorize what I need to do. The log responsibility made a difference. It helped and made me feel good."

Question XIII. A. Teacher/tutor, how did you feel about observing student behavior and noting it down?

While Esther said the exercise was "instructive for me to do and I hope I continue to do so," two other teachers/tutors

explained that observing is part of what they do, "part of my modus operandi" (Tony. Betsy went on to say that doing the log "was a natural, but more structured approach to what I do all the time."

Question XIII. B. Student, how do you feel about your writing?

Those four students who were consistently writing did not hesitate during the post interview to recognize their improvement. For example: a) "Feels good now. Likes to write. I and another student are competing to see how many pages we can write in the class journals" (Sharon); b) "I came up with a lot of big words and the Academy of Hope had me sound them out. I like the act of writing, but not the looks. I always wanted to write my life story and see it printed" (Mary); and c) "I feel good, so proud of myself. Every time I write, I make sure I put in and am able to put into words what I've been through so anyone can understand what I mean" (Linda).

The other students were more critical of their writing: a) "Fair. When I can put a sentence together, I feel good" (Terry); b) "It's very poor. I know what I want to say, but spelling gets in the way" (Bill); and "It's improving while doing this log" (Beatrice).

Question XIV. A. Teacher/tutor, now, do you find yourself observing student behavior more/less often, more/less easily?

For four teachers/tutors, the exercise of observing and noting student behavior on a regular basis intensified their efforts to observe their students and broadened their awareness of the complexity of the teaching/learning experience; "after attending FFB, I realize how much more is involved than just passing out a story and 'let's read'" (Tony).

Esther reports that she has "expanded my concept of what learning looks like. I had a lazier vision. Now, I feel more obligated to observe. It requires more active effort on the teacher's part." Betsy agrees because she finds herself "being pushy with myself to ask comprehension questions. I have become more conscious of my own behavior."

Question XIV. B. Student, do you find yourself writing more or less easily, more or less often?

Only one student said she was "writing less often, but reading more" (Makeda). The rest expressed varying degrees of increase, from Beatrice's "Writes a little more than before FFB

and reads more too. I do more reading than writing" to Linda's ""Writing more. One night I even dreamed and wrote it. I am so happy. I told my son, 'I'm going to pass you.' Very proud of my self. No one in class writes as much as me."

Section Three: A Summary of the Responses about the Effectiveness of A Feel for Books

Valuing the Experience

Without question, A Feel for Books was valued and enjoyed by the study population. They eagerly anticipated the event--reading the stories/books along or in class and discussing them in class--and relished participating in the discussion, sometimes continuing the discussion on their rides back to their programs or in next class meetings. Testimony indicated how the positive feelings, intellectual stimulation, and democratic discussion opportunities motivated the students and teachers/tutors to think about and try literacy and/or instructional behaviors new to them. Thus, the enrichment to be gained from FFB participation made the morning and evening trips of students and teachers/tutors, out from their classrooms, worth their time and travel.

Particular Features of the Program

A Feel for Books seemed to have exemplified the best features of good discussion: inclusiveness, collaboration, energy, provocativeness, reflectivity, surprise, encouragement, humor, involvement, and safety.

Specifically, for the study students, FFB participation promoted their learning and self-confidence, while giving them opportunities to express themselves--to state their opinions. Over the months, their identity as people with viable opinions, gained from their reading and discussion, developed, as did their

awareness of the dimensions and power of reading and their appreciation for the value of sharing ideas and differences through oral communication.

For the study teachers/tutors, FFB participation enabled them to behold their students in action in a forum situation, where the roles of teacher/student were not significant to the discussion process and enjoyment. "During FFB, reading becomes the great leveler; it's no longer a separator" (Betsy). Also, teachers/tutors could see the fruits of their labor, while comparing their students and themselves with others who were involved in similar learning/teaching goals. Their testimony also indicates that they were inspired by the facilitators: a) to conceive more broadly the possible interpretations to be gained from a text; b) to more often use open-ended questions; and c) to more strongly view themselves as part of the Washington, D. C. adult education community of teachers/tutors.

Reactions to the Book/Story Selections for the Three FFB Programs, December 1993 - April 1994.

Sarah Plain and Tall was the favorite of the study population. Both teachers/tutors and students seemed to have been captivated by the struggles and relationships among the family members and easily identified with situations in the book. On the other hand, the two folk tales, "Tailypo" and "Abiyoyo," were most controversial in appeal. For some, the stories appeared to be child-oriented and simplistic. But, such negative reactions of students and teachers/tutors to reading the stories

differed from their surprised engrossment during the FFB discussion. Also, a few people raised questions about the effectiveness of having a skilled story teller tell the stories and then conduct the discussion--a meeting where a somewhat passive reaction from the audience was followed by their more active, but brief involvement.

Fulfilling the Log Responsibilities

For various reasons, fulfilling the log responsibilities was difficult for most of the study population. Everyone seemed to appreciate the value of monitoring their own or student progress and activities, but finding the time, deciding what had been demonstrated, following the directions, etc., daunted many. (Only two of the six instructors/tutors wrote about their students about every two/three weeks and only four of the ten students documented their literacy activities and reactions almost every day, 100+ entries per person for four months.) However, according to the collected testimony, all of the participants, regardless of their log productivity, regarded the writing responsibility/experience to be enlightening and encouraging.

The Usefulness of the Information on the FFB Evaluation Sheets

Evaluation sheets were handed out and explained before the start of the second and third FFB sessions and collected right after. (See Appendix C for a sample from a student and instructor/tutor.) In general, for the four sessions (two

mornings and two evenings) "excellent" was the most checked off rating for the five topics. Students (identified by both penmanship and spelling abilities) rarely wrote comments, in addition to their rating check (poor --> excellent) and rarely offered criticism--in fact, the most critical was a thought that visual aids might have helped one session. Instructors/tutors did write more that the students, but not as much as expected.

It is interesting that the two April sessions which featured a story teller presenting "Abiyoyo" and "Tailypo," both controversial in appeal according to the study population, did not elicit many comments on the evaluation sheets. Therefore, without the testimony collected from this study, the fact that this session provoked mixed reactions would not have been obvious from the evaluation sheets. Also, not obvious from the comments and handwriting on the sheets is the seriousness (observed by the researcher) which the participants gave to doing this task--for some, a ten minutes exercise.

Section Four: An Analysis of the Changes in Students' Feelings, Understanding, and Behaviors, As Evidenced in Pre- and Post Interviews in the Feel for Books Research Study

Introduction

Section Four presents an analysis of the pre- and post program interviews for individual students. Testimony from both interviews was categorized according to the subdomains in the Lytle & Schultz and Keefe & Meyer models. Then, the type and/or degree of change from the pre- to the post interview were subjectively gauged by the researcher. One of three indicators was assigned per subdomain, depending on the number of comments which supported the indicator:

1. + ...Improved knowledge or ability or greater understanding since FFB participation.
2. V ...About the same as before FFB participation.
3. < ...Less sure/knowledgeable/specific than before FFB participation.

To help ground the analysis in the perceptions of the study participants and to enrich and amplify the researcher's summarizing statements, three to five direct quotations are used in each student's analysis.

Comparisons Between the Subdomains of Ten Individual Students

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Student - Beatrice

Lytle & Schultz Areas to be Assessed:
Self-esteem...+ Self devel...+ Effective Instruc...+
Personal Func...V Degree of Satisfaction...+ Goals...V

Keefe & Meyer.....Phonics Model before and after participation.
What to do...V A good reader reads...V How to help...+
What do you wish...< What does teacher do...+

I. Perceptions:
+ Self-esteem
* More confident in being able to talk freely and more frequently.
* Feels good about reading and understanding what she reads.
* Still feels unsure of herself.

+ Self development
* More appreciative of the benefits of attending class. From *"Ask someone to help me"* to *"Didn't do anything then. Now going to school is helping me learn much better"*
* More emphasis on her value of talking: *"I've learned how to talk it out."*

+ Effective instruction
* Before FFB, more analytical of what the teaching activities work for her than after.
* Is more explicit about what her teacher does. (K&M)

II. Practices
V Personal functioning
* Same strategies for coping with unknown words. (K&M)
* After FFB, doesn't think reading affects other abilities; before FFB, thought that *"The more I learn, the better I talk and I can talk more."*
* Identified her specific literate behaviors.
* Helps a friend read better in the same way described before FFB. (K&M)
* Thinks her reading is better.

III. Strategies and Interests
+ Degree of satisfaction with performances
* Same simplistic idea about how a good reader reads. (K&M)

* More appreciation of the benefits of reading.
* More recognition that her reading is improved.

IV. Goals
V * Same as before FFB, to be able to read better. (M&K)

Student - Bill

Lytle & Schultz Areas to be Assessed:
Self-esteem...+ Self-dev...+ Effective Instruc...+
Personal Func...+ Degree of Satisfaction...< Goals...+

Keefe & Meyer.....Phonics Model before and after participation.
What to do...+ A good reader reads...< How to help...+
What do you wish...+ What does teacher do...+

I. Perceptions:
+ Self-esteem
* More self-aware of his need to apply efforts to learn. *"I see the potential of getting from reading, but have not yet reached it. It's there, enough to draw me to it, to want to do it, to be willing to try to do something better cause that's my future that's at stake there."*
* Greater knowledge about his ability to mask literacy needs and the social and job consequences of this.
* Now knows he enjoys expressing himself to others.

+ Self development
* More explicit about how he learns through watching and experiencing.
* Acknowledgement that he needs to start his learning from his beginning and is responsible for delaying his efforts.
* Acknowledgement of the importance of reading to everyone--*"an outlet which allows you to use your mind and imagination. The more you work with something, the more you learn, can carry things [knowledge] further."*
* Greater appreciation that reading improves listening and speaking and *"is a basic way to gain stored knowledge."*

+ Effective instruction
* Changed from describing how a teacher teaches him decoding and dictionary use to how the needs and communication of a class hinder his learning and his need for individual attention. (K&M)

* Before FFB, gave many compliments to PLAN class and teacher. Now, greater awareness that PLAN encourages him to work on what he needs and this is hard.

II. Practices
+ Personal functioning
* More specific in his strategy of coping with unknown words. (K&M)
* More awareness of the link between his job reading demands and his efforts to improve his reading.

III. Strategies and Interests
< Degree of satisfaction with performances
* Before FFB, more aware of general characteristics of a good reader. Now, will only admit minor problems with his own reading. (K&M)

IV. + Goals
* Changed from generally encouraging a person to the specific steps to take to help him/her without offending. (K&M)
* More specific about wanting to read with understanding and knowing he'll appreciate getting the meaning. (K&M)

Student - Carlethia

Lytle & Schultz Areas to be Assessed:
Self-esteem...< Self devel...+ Effective Instruc...+
Personal Func...+ Degree of Satisfaction...+ Goals...+

Keefe & Meyer.....From Phonics Model to Meaning Model after FFB participation.
What to do...+ A good reader reads...V How to help...V
What do you wish...+ What does teacher do...+

I. Perceptions:
< Self-esteem
* Fewer expressions of general confidence than before FFB and more awareness of her slow and steady progress to improve abilities: *"Time goes by and everybody gets theirs and I don't get mine."*

+ Self development
* Many references now to how she learns and can verify it is happening.
* More awareness of how she has changed her learning strategies. *"I ask more questions. I don't think*

I know it all now. [Before,] I would be agreeing to whatever you are saying and really didn't comprehend what you really are saying. [Now,] I ask again."

* Expressed pride in being able to discuss with others a book she had bought.
* Recognizes the pleasure to get from reading.

+ Effective instruction
  * More detailed in explaining how her tutor forces her to figure out unknown words. (K&M)
  * Greater value to editing her own writing and how her tutor makes her do it.

II. Practices
+ Personal functioning
  * Changed strategy from a focus on using decoding techniques to using context clues. (K&M)
  * More conscious of her effective speaking techniques.
  * A bit more detailed in how a good reader reads. (K&M)
  * Greater awareness of identifying with an author, of loosing herself in the world depicted by the author.
  * Now reading aloud to catch errors. *"If I don't sound right, I know I said the wrong word. I'm listening to my own voice. I use to read in silence and, of course, made no mistakes."*

III. Strategies and Interests
+ Degree of satisfaction with performances
  * More motivation to buy books.
  * More assured that, from reading, she knows what is going on in the world.
  * Acknowledgement that she can read, without faking it.

IV. + Goals
  * Changed from not wanting to stumble and to read like the author to read like an educated person. (K&M)
  * Will use the same procedure before FFB to help a friend.
  * Gaining confidence will positively affect her future. *"I want to advance in my career and do something else. Reading and writing will help me a lot and I want to go back to school. I know I'm not going to have the tutor as a blanket all the time, so I have to build my own confidence that I can do it and move on."*

Student - Era

Lytle & Schultz Areas to be Assessed:
Self-esteem...+ Self devel...+ Effective Instruc...+
Personal Func...+ Degree of Satisfaction...+ Goals...+

Keefe & Meyer.....Meaning Model before, but more certain after FFB participation.
What to do...+ A good reader reads...+ How to help...+
What do you wish...< What does teacher do...+

I. Perceptions:
+ Self-esteem
* More aware of her abilities.
* Feels more expressive, from *"enjoys expressing myself and helping others,"* to *"I think I feel more and more expressive cause I've already done it at FFB."*

+ Self development
* More aware of how she learns.
* Expressed an understanding of the reading process.
* Identified specific purposes and benefits for reading.

+ Effective instruction
* More appreciative of the teacher's methods. (K&M)
* More appreciate of the value of her oral participation in class and her sense of progress.

II. Practices
+ Personal functioning
* Identified specific uses for her reading.
* Identified a strategy for coping with unknown words. (K&M)

III. Strategies and Interests
+ Degree of satisfaction with performances
* Appreciative of the specific characteristics of a good reader. (K&M)
~ From "A good reader reads clearly and loudly" to *"Loud and clear and pronunciation is accurate. They pronounce the sentence properly with expressive tone and pauses. Don't just run through it."*
* Recognizes that reading can give you pleasure.
* More specific in appreciating what the teacher does to further learning. (K&M)

IV. + Goals

* From *"Teach others some of what I've learned"* to *"Help in the same way as is taught here in this program."* (K&M)

Student - Linda

Lytle & Schultz Areas to be Assessed:
Self-esteem...+ Self devel...+ Effective Instruc...<
Personal Func...+ Degree of Satisfaction...+ Goals...+

Keefe & Meyer.....Phonics Model before and Meaning Model after FFB participation.
What to do...+ A good reader reads...+ How to help...V
What do you wish...+ What does teacher do...+

I. Perceptions:
+ Self-esteem
* Acknowledgement of pride, happiness, and wonder of her progress.
* Expressed a new found love for reading *"because, at one time, I couldn't do it. I am so happy just to know I can do it."*

+ Self development
* Aware of the positive relationship between improving one's reading and writing.
* Acknowledgement of her need and love for writing.
* Acknowledgement of her learning progress. *"The log makes you feel good to look back at what I am able to do. Reminds me when I couldn't do it. I know where I come from. Last year, I couldn't do it. Now, it was real good to keep a diary/log."*

< Effective instruction
* More aware of the characteristics of effective instruction before FFB.
* Recognizes how a specific activity encouraged by the teacher improves her writing. (K&M)

II. Practices
+ Personal functioning
* Change in her strategy for coping with unknown words. (K&M)
* Recognizes that a good reader reads everything and frequently. (K&M)
* Admitted that last year she couldn't have kept a log or diary.
* Appreciates how she *"writes every time my mind says something."*
* Determined not to be discouraged from reading and

writing if help is not available to her: *"If they don't want to help, you can do it by yourself."*

III. Strategies and Interests
- \+ Degree of satisfaction with performances
  - * Very satisfied and proud of her reading, writing, and speaking progress.

IV. + Goals
- * Change in that she wishes to read books more than newspapers. (K&M)
- * Ambitious to write about her life.
- * No change in that she was trying to help others read before the FFB. (K&M)

Student - Mary

Lytle & Schultz Areas to be Assessed:
Self-esteem...+ Self devel...+ Effective Instruc...+
Personal Func...+ Degree of Satisfaction...+ Goals...+

Keefe & Meyer.....Meaning Model before and after FFB participation.
What to do...V A good reader reads...+ How to help...V
What do you wish...+ What does teacher do...V

I. Perceptions:
- \+ Self-esteem
  - * More specific recognition and appreciation of improvement in speaking, helping others, confidence, reading, and questioning.
- \+ Self development
  - * Recognition that she learns best not from listening, but by participation. *"The only way I can learn more is to participate. If I just sit back in my own world, I'll never understand or learn what I want to learn."*
  - * Recognition that she can learn not only from the teacher, but from classmates and others.
  - * Greater appreciation of listening, speaking, reading, and sharing opinions.
- \+ Effective instruction
  - * Appears to be less dependent on the teacher.
  - * Still not too specific on how the teacher helps me. (K&M)
  - * Now, does not express uncertainties.
  - * Now wishes to read fast with comprehension, not just speed. (K&M)

II. Practices
  + Personal functioning
    * Uses the same very scientific strategy to cope with unknown words. (K&M)
    * Has shifted her understanding that reading does help listening and speaking.
    * Better appreciates questioning.

III. Strategies and Interests
  + Degree of satisfaction with performances
    * Has a different understanding of how a good reader reads; he/she scans, but with understanding. (K&M)
    * Has shifted from getting the ability to do certain tasks from reading to gaining confidence, enjoyment, and understanding.
    * Recognition that she is modeling reading behavior to her family.
    * Recognition that she is helping others with lesser abilities when she expresses herself in class.

IV. + Goals
    * To help a friend, she will still advise him/her attend her education center. (K&M)
    * Expresses an ambition to write.
    * Expresses her ambition to read to her family. *"Reading means so much. For me, it means that one day, if I continue to read, I'll be able to read to my son a book a night, I'll be able to do more than just watch tv with my children, I'll be able to read to them when they come home, I'll be able to read and understand the things that I have to read, to live life on life's terms. The value is so much."*

Student - Makeda

Lytle & Schultz Areas to be Assessed:
Self-esteem...V Self devel...+ Effective Instruc...<
Personal Func...+ Degree of Satisfaction...+ Goals...+

Keefe & Meyer.....Meaning Model before to Whole Word Model after FFB participation.
What to do...+ A good reader reads...+ How to help...+
What do you wish...+ What does teacher do...<

I. Perceptions:
  V Self-esteem
    * Equal amount of confidence due to reading success before and after FFB.

* Acknowledgement that she feels good once she does put her thoughts on paper.

\+ Self development
* Recognizes the importance of her making efforts to read and write more.
* Added reading as another way she learns best, as well as listening.

< Effective instruction
* More insightful about effective teaching techniques before FFB.

II. Practices
\+ Personal functioning
* Has changed her strategy of coping with unknown words; tends to look them up and pay attention to how they relate to other words. (K&M)
* Now attributes the having of a large vocabulary as important to a good reader--"When they run across words, the meaning falls into place and they can move on." (K&M)
* Is reading more frequently than before and has increased her vocabulary.

III. Strategies and Interests
\+ Degree of satisfaction with performances
* Has changed from a passive stance--*"Reading has broadened my perceptions of things and given me experience"*--to an active stance--*"Reading enables me to examine more thoroughly and to conceive what's there."*
* Feels more confident about writing, once she does do it.

IV. \+ Goals
* More definite in her ability to offer help. (K&M)
* Admission that journal writing would help her skills.
* More ambitious than wishing to pronounce words more clearly: *"Wish I could share and discuss what I've read with others."*

Student - Sam

Lytle & Schultz Areas to be Assessed:
Self-esteem...+ Self devel...+ Effective Instruc...V
Personal Func...< Degree of Satisfaction...+ Goals...<

Keefe & Meyer.....Meaning Model before and after FFB

participation.
What to do...V A good reader reads...< How to help...<
What do you wish...< What does teacher do...V

I. Perceptions:
+ Self-esteem
* Expressed more enthusiasm about expressing himself: *"People are fun. If you don't express yourself, you'll miss a lot, dealing with people if you had expressed."*
* Still is not that confident about his reading skills.
* Feels good when he complete another book in class; it encourages him to want to read another.

+ Self development
* Has changed how he learns best--from *"seeing things done"* to *"doing and understanding. No problem with communicating through communicating. It makes it easier to do things. I like to talk it through. Not ashamed to ask questions if I don't know. Usually, it just comes to me. Uses common sense to counter education."*
* Proud that he's gotten ahead, based on the *"little reading he's done. I've tried to be the best person I can be, to get ahead. I feel blessed. Doesn't have a GED yet, not a priority."*
* Acknowledges that *"the company you keep has a great impact on the way you speak."*
* Acknowledges the need to use skills: *"The more use you put in, the more value you get out."*

V Effective instruction
* Explanation of the techniques of an effective teacher similar to before he attended FFB. (K&M)
* Expressed great value for PLAN's educational programs and the staff and regrets having to leave it for work responsibilities.

II. Practices
< Personal functioning
* Same technique for coping with unknown words. (K&M)
* More explicit in understanding how a good reader reads before FFB. (K&M)
* Admitted to not using his literacy skills since dropping out of PLAN.

III. Strategies and Interests
+ Degree of satisfaction with performances
* Satisfied with learning for himself, not for GED or job purposes.

* Satisfied with his achievement of earning a decent living.

IV. < Goals
* Concerned with decoding skills after FFB, but patience in reading and understanding before FFB. (K&M)
* Before FFB, he'd encourage PLAN enrollment; after FFB, *"he doesn't think he would help much, based on his reading skills. He'd advise a person to just read materials of interest. Find something that he's really curious about and, if too hard, don't force and put it down and find something easier."* (K&M)

Student - Sharon

Lytle & Schultz Areas to be Assessed:
Self-esteem...+ Self devel...+ Effective Instruc...V
Personal Func...+ Degree of Satisfaction...+ Goals...V

Keefe & Meyer.....Phonics Model before with aid from teacher and after, without aid.
What to do...+ A good reader reads...V How to help...<
What do you wish...V What does teacher do...V

I. Perceptions:
+ Self-esteem
* Admits that expressing herself is easier than before.
* Feels great about her reading ability.

+ Self development
* More conscious of the conditions under which she learns best. *"In the past, really studied a lot. I go over and over it. Gone to classes. A lot of concentrated effort. It's real work. Nothing can distract me."*
* Same appreciation for how reading empowers the individual.

V Effective instruction
* Similar descriptions of what a teacher does. (K&M)
* Before FFB, explicit explanation of her need for appropriate instructional techniques.

II. Practices
+ Personal functioning
* Change from depending on someone else to help her

with unknown words to taking her own actions. (K&M)
* Similar explanation about how a good reader reads. (K&M)
* Acknowledges that she is reading and speaking more frequently and easily.
* Acknowledges to writing more. *"I'm writing more and liking it. I always wanted to write a letter and never could find the words to say, but now it kind of just comes to me. Sometimes I may not be able to spell all the words, but I can ask someone and go on with it."*
* Acknowledges that, if she doesn't understand, she will ask questions without hesitation.

III. Strategies and Interests
+ Degree of satisfaction with performances
* Greater appreciation for speaking and reading and how they benefit her.

IV. V Goals
* Similar desire not to stumble over words. (K&M)
* Before FFB, would attempt to help a friend, in addition to recommending PLAN enrollment. Now, will just recommend PLAN enrollment.

Student - Terry

Lytle & Schultz Areas to be Assessed:
Self-esteem...+ Self devel...+ Effective Instruc...<
Personal Func...+ Degree of Satisfaction...+ Goals...+

Keefe & Meyer.....Phonics and Meaning Models before and more determinedly, after.
What to do...+ A good reader reads...+ How to help...V
What do you wish...+ What does teacher do...<

I. Perceptions:
+ Self-esteem
* More confident in his ability to write, talk, and read.
* Acknowledges he feels better when he attempts to write.
* Able to explain the origin of his confidence: *"I needed to build up my confidence. Confidence comes from others telling you can do it. Then, you get it yourself."*

+ Self development
* He's changed how he learns best, from

"seeing/looking and remembering," to *"listening."*

* Similar sentiments about what PLAN has done for him.
* Acknowledges the importance of writing in life.

< Effective instruction
* Before, FFB. more insightful into effective teaching techniques. (K&M)

II. Practices
+ Personal functioning
* More determined to figure out unknown words. *"Now, I keep on reading. First, I was frustrated, but now will go back to the reading and find a clue word to make me understand what I missed."*
* Acknowledges he's reading more.
* Talks more when he's confident he knows something.
* Now includes reading so others can understand him as necessary to a good reader. (K&M)

III. Strategies and Interests
+ Degree of satisfaction with performances
* Realization of past needs. *"I was just thinking yesterday. I use to go on the METRO and just follow the arrows and always go on the wrong side. I started to read the signs now. Before I was scared to attempt to read."*
* Acknowledges his reading is getting better and he's finding it easier to talk in front of others.

IV. + Goals
* More ambitious than just wanting to pronounce words better. Now wanting to *"read without stopping, sentences, paragraphs, and comprehend my silent reading."* (K&M)
* Similar methods of helping someone. (K&M)

Section Five: An Analysis of Change for Individual Students and the Group of Students

The chart below, Chart 1., summarizes the preceding analysis of student testimony and indicates how the ten students were affected by their participation in the Feel For Books Program. As explained earlier in this report,

* + = Improved knowledge or ability or a greater understanding since 1993-1994 FFB participation.
* V = About the same knowledge, ability, and/or understanding since 1993-94 FFB participation.
* < = Less sure or knowledgeable or specific since 1993-94 FFB participation.

Chart 1. also uses the following delimiters to identify Lytle & Schultz areas to be assessed after literacy instruction and Keefe & Meyer reading concepts.

Lytle & Schultz areas:

* SE = self esteem
* SD = self development
* EI = effective instruction
* PS = personal functioning
* DS = degree of satisfaction with performances
* G = goals or personal priorities about future learning.

Keefe & Meyer concepts:

* D = When you are reading and come to something you don't know, what do you do?

* R = How do you think a good reader reads?
* H = How would you help a friend read better?
* W = What do you wish you could do better as a reader?
* T = What does your teacher do to help you learn?

Chart 1.
How Ten Students Were Affected by their Participation in the 1993-94 Feel For Books

STUDENTS	SE	SD	EI	PF	DS	G	TOTAL	D	R	H	W	T	TOT
BEATRICE	+	+	+	V	+	V	4/6=+	V	V	+	<	+	2/5=+
BILL	+	+	+	+	<	+	5/6=+	+	<	+	+	+	4/5=+
CARLETHIA	<	+	+	+	+	+	5/6=+	+	V	V	+	+	3/5=+
ERA	+	+	+	+	+	+	6/6=+	+	+	+	<	+	4/5=+
LINDA	+	+	<	+	+	+	5/6=+	+	+	V	+	+	4/5=+
MAKEDA	V	+	<	+	+	+	4/6=+	+	+	+	+	<	4/5=+
MARY	+	+	+	+	+	+	6/6=+	V	+	V	+	+	2/5=+
SAM	+	+	V	<	+	<	3/6=+	V	<	<	<	V	2/5=+
SHARON	+	+	V	+	+	V	4/6=+	+	V	<	V	V	1/5=+
TERRY	+	+	<	+	+	+	5/6=+	+	+	V	+	<	3/5=+

According to the information contained in Chart 1., the ten students indicated improved knowledge/ability or greater understanding (+) as a result of their participation in the FFB, for the following areas (Lytle & Schultz), listed in descending order:

* Greater self development.....10/10 students
* Greater satisfaction with literacy performances.....9/10 students
* Increased self-esteem.....8/10 students
* Better personal functioning.....8/10 students
* More clearly envisioned or reachable goals.....7/10 students
* Greater understanding of effective instruction.....5/10 students

Also, the ten students indicated improved knowledge/ability or greater understanding (+) as a result of their participation in the FFB for the following reading concepts (Keefe & Meyer), listed in descending order:

* When you are reading and come to something you don't know, what do you do?.....7/10 students
* What do you wish you could do better as a reader?.....6/10 students
* How do you think a good reader reads?.....5/10 students
* What does your teacher do to help you learn?.....5/10 students

* How would you help a friend read better?.....4/10 students

Interpretations of the Results of the Student Data

As several instructors had reflected, it is difficult to ascribe specific causes about why people who are enrolled in education change and develop. However, the grounded research techniques and the collected and organized testimony from this study enable several implications to be made about the impact of the Feel For Books Program on ten participating students.

First Interpretation.

It appears that for at least seven of the ten students, FFB participation promoted a greater development and enrichment of their self-awareness and literacy behaviors.

Second Interpretation.

FFB impacted seven out of ten students, regarding five of the six Lytle & Schultz areas of their self-awareness and literacy behaviors. But, only two of the five Keefe & Meyer reading concepts changed for six/seven of the ten students. In fact, according to student testimony, only three students changed their understanding of reading: a) Makeda moved from a Meaning Model to a Whole Word Model; and b) Carlethia and Linda moved from a Phonics Model to a Meaning Model. The other seven students remained the same before and after their FFB participation:

* Phonics - Sharon, Bill, Beatrice, Terry

* Meaning - Terry, Sam, Mary, Era.

Third Interpretation.

As indicated in Chart 2., six of ten students were positively affected (+) in five or six of the six Lytle & Schultz areas. Sam was the one least affected in these areas: 3/6.

Chart 2.

The Number of Developmental Areas In Which Students Were Positively Affected

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6/6 areas:	Mary, Era
5/6 areas:	Bill, Terry, Linda, Carlethia
4/6 areas:	Beatrice, Sharon, Makeda
3/6 areas:	Sam

Fourth Interpretation.

As shown in Chart 3., only four of ten students were positively affected (+) in four or five of the five Keefe & Meyer concepts.

Chart 3.

The Number of Reading Concepts In Which Students Were Positively Affected

---

4/5 concepts:	Bill, Era, Makeda, Linda
3/5 concepts:	Carlethia, Terry

2/5 concepts: Mary, Beatrice

1/5 concepts: Sharon

0/5 concepts: Sam

Fifth Interpretation.

As part of their study responsibilities, students were asked to make log entries four or five times a week which would identify their literacy behaviors during the day and their satisfaction with doing them. It appears that maintaining the log did not influence the degree of effect on students, as regards their self-awareness and literacy behaviors. Chart 4. displays the evidence of this.

Chart 4.

Comparison Between the Number of Areas Affected for Individual Students and the Degree of Fulfilling Log Responsibilities for Students

Affected in	Students	Fulfillment of Log Responsibilities
6/6 areas	Mary	Fullest extent - 208 entries in all
6/6 areas	Era	Minimal extent - 7 entries in all
5/6 areas	Bill	Least extent - 0 entries in all
5/6 areas	Terry	Mid level extent - 56 entries in all
5/6 areas	Linda	Fullest extent - 92 entries in all
5/6 areas	Carlethia	Fullest extent - 112 entries in all
4/6 areas	Beatrice	Minimal extent - 18 entries in all
4/6 areas	Sharon	Fullest extent - 107 entries in all
4/6 areas	Makeda	Minimal extent - 4 entries in all
3/6 areas	Sam	Minimal extent - 13 entries in all

Sixth Interpretation.

Also, it appears that doing the log did not influence the degree of effect on students, regarding their understanding of reading concepts. Chart 5. displays the proof.

Chart 5.

Comparison Between the Number of Areas about Reading Understanding, Affected for Individual Students and the Degree of Fulfilling Log Responsibilities for Students

Affected in	Students	Fulfillment of Log Responsibilities
4/5 concepts	Bill	Least extent - 0 entries in all
4/5 concepts	Era	Minimal extent - 7 entries in all
4/5 concepts	Makeda	Minimal extent - 4 entries in all
3/5 concepts	Carlethia	Fullest extent - 112 entries in all
3/5 concepts	Linda	Fullest extent - 92 entries in all
3/5 concepts	Terry	Mid level extent - 56 entries in all
2/5 concepts	Mary	Fullest extent - 208 entries in all
2/5 concepts	Beatrice	Minimal extent - 18 entries in all
1/5 concepts	Sharon	Fullest extent - 107 entries in all
0/5 concepts	Sam	Minimal extent - 13 entries in all

Section Six: Analysis of the Changes in Teachers/Tutors' Feelings, Understanding, and Behaviors, As Evidenced in Pre- and Post Interviews in the Feel for Books Research Study

Introduction

Section Six presents an analysis of the pre- and post program interviews for individual teachers/tutors. Testimony from both interviews was categorized according the subdomains of the Galbraith (1989) model. Then, the type and/or degree of change from the pre- to the post interview comments were subjectively gauged by the researcher. Since all of the teachers/tutors expressed belief during the pre- and post program interview in a Meaning Making model of reading (Keefe & Meyer), change regarding reading models was not considered.

One of three indicators was assigned per Galbraith subdomain, depending on the number of comments which supported the indicator:

1. + ...Improved knowledge or ability or greater understanding since FFB participation.
2. V ...About the same as before FFB participation.
3. < ...Less sure/knowledgeable/specific than before FFB participation.

To help ground the analysis in the perceptions of the study participants and to enrich and amplify the researcher's summarizing statements,, three to five direct quotations are used in each teacher/tutor's analysis.

Comparisons Between the Subdomains of the Six Individual Teachers/Tutors

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Teacher/Tutor - Betsy

Galbraith attributes:

Role...+ Personality & Interpersonal Attributes...V
Knowledge areas...+ Instructional planning skills...+
Transaction skills, Descriptive...+
Transaction skills, Elements...+

I. Role:
+ In pre-interview, saw herself as *"a friend."* In post, more aware of responsibilities to challenge and observe: *"Observing student behavior is my job. It's what I'm suppose to do and do all the time."*

II. Personality & Interpersonal Attributes:
V Reference to about the same number of personal attributes.

III. Knowledge Areas:
+ More specific explanation of what happens during reading. *"My job is to get the thought from the author's head into my head, with as little noise as possible. I am not reading letters/words, but the thoughts of the person who wrote it. I am getting inside his/her head and trying to understand what they felt the need to say. Therefore, it's an act of empathy, an interaction; it's mentally very active, not a passive activity."*
+ More understanding of student's lack of experience with reading expressed in the post-interview.
< More specific explanation of how a person reads was given during the pre-interview.
< More specific explanation of how a child reads was given during the pre-interview.
+ More confidence in the connection between reading, speaking, and listening expressed in the post-interview. *"Ultimately, it has to. There's a direct relationship. There is no thought without words, vocabulary in essence is the building blocks of thought. The more that you read and write, the more that your thinking has to be shaped by your experience [with words]."*

IV. Instructional Planning Skills
+ Some expansion of methods.
+ More confident in recognizing teaching principles: *"a)*

strategizing--don't give up--what way can we figure it out; b) do to the dictionary; c) my most important is the idea that what she's reading is more important than the details."

\+ Has become determined to use questions more often. *"I am trying to do more, both small and large questions. For instance, instead of my proposing/supplying choices, let the student come up with choices. I am determined to do more of this to insure comprehension."*

V. Transaction Skills, Descriptive

\+ None referred to during pre-interview. Now more conscious of the dimensions of learning.

VI. Transaction Skills, Elements

\+ None referred to during pre-interview. Now more conscious of challenging teaching situations.

Teacher/Tutor - Esther

Galbraith attributes:

Role...V **Personality & Interpersonal Attributes...V**
Knowledge Areas...< **Instructional Planning Skills...+**
Transaction Skills, Descriptive...+
Transaction Skills, Elements...V

I. Role:

V Still stresses a facilitator role.

II. Personality & Interpersonal Attributes

V Dedicated efforts continue.

III. Knowledge Areas

V? In pre-interview, related reading understanding to a person's past knowledge and experiences, but in post-interview, talked about entering the author's world.

< In pre-interview, said that learning to read is *"different for students. It takes a long time for them to realize the print can give them information. They think they must conquer, that it's a hurtle. Printed word is foreign to their spoken language. It's a break when they acknowledge they want and can get something from print. It takes time for them to see the whole picture, to get past the difficulty of the reading to appreciate what they have gained."* But, in the post-interview, stated she didn't know the difference.

< In pre-interview, had thought reading was an act of looking for meaning but, didn't know in the post-interview.

\+ In pre-interview, protested any connection between

writing, reading, and speaking. In post-interview, is positive of the strong connection.

IV. Instructional Planning Skills
- V Gave more specific information about methods in the pre-interview.
- + Moved from emphasizing writing principles (clarity of expression, support/details) to the power of peer teaching.
- + Moved from stating that questioning was not a major method of her teaching to saying that *"she asks a lot of questions, her principle mode of instruction."*

V. Transaction Skills, Descriptive
- + Moved from putting the class at ease, to putting them on the spot without fear of scaring them.
- + Emphasized the importance of monitoring their learning.
- + *"I have expanded my concept of what learning looks like. I had a lazier vision. Now I feel more obligated to observe it. It requires a more active effort on the teacher's part."*

VI. Transaction Skills, Elements
- V None mentioned either interview.

Teacher/tutor - Jo

Galbraith attributes:

Role...V **Personality & Interpersonal Attributes...+**
Knowledge Areas...+ **Instructional Planning Skills...+**
Transaction Skills, Descriptive...+
Transaction Skills, Elements...+

I. Role:
- V No comments either interview.

II. Personality & Interpersonal Attributes
- + In pre-interview, emphasized conflict between being too directive ("*pushy*") and "*laid back, letting go more, smaller steps, going with the flow*," but in post-interview, stressed on-going honest check of students' perceptions, feelings, are reactions to what is going on, "*being in touch with their needs and feelings.*"

III. Knowledge Areas
- + More specific in understanding the reading process, from "a *combination of memory recognition, thought processes, and experiences*" to "*eyes move, see pauses, sentence structures, and help reader recognize a pattern, then start to go into the mind and pull out ideas that those symbols give you.*"

+ From stating that reading is different for students cause they have barriers to recognizing they learn in the same way as I do, except they have also learned some bad habits.
< Was more specific about the reading process and if it's different for children than adults in pre-interview, than post.
V Still thinks reading is connected to listening and speaking.

IV. Instructional Planning Skills
+ More emphasis on meaning-seeking, than decoding and vocabulary development. *"If you can do things when you are actually learning, it's helpful. But, it's harder and takes longer to prepare. But if you can actually present an idea that then has something that was something to use that idea in, the student remembers it better, retains, gets a grip on whatever you are trying to teach."*
+ More emphasis on establishing and maintaining an honest environment, than a comfortable one in which trust is fostered.
V Still thinks questioning is an important teaching method.

V. Transaction Skills, Descriptive
+ Put ideas into action about storytelling.
+ Recognizes a need for field trips, tours, to get the language out of students.
+ Recognizes that *"unless yo ask about what you've gone over, you'll never know if they really got it. You don't know, you just assume."*

VI. Transaction Skills, Elements
+ None mentioned in pre-interview. In post-interview, a) recognized the importance of honesty in everything; b) the difficulty in knowing if they have made progress; c) her guilt about not doing enough; and d) the effort to get students to see that reading is fun, not just knowing separate words.

Teacher/Tutor - John

Galbraith attributes:

Role...+ Personality & Interpersonal Attributes...<
Knowledge Areas...V/< Instructional Planning Skills...V
Transaction Skills, Descriptive...V
Transaction Skills, Elements...+

I. Role:
+ No mention of his role in post interview, but in pre, said "*as the instructor, they see me as the authority. The class is comfortable, communal, sharing, yet they still call me 'Mr.'*"

II. Personality & Interpersonal Attributes
< More reference to personal attributes in the pre-interview than post.

III. Knowledge Areas
V Same emphasis on the mind and imagination during reading. "*Reading places a picture in the mind.*"
< In pre-interview, explained the Laubauch explanation of reading: "*Reading is letter by letter, word by word, sentences, then the student no longer separates the letters, but puts them together and sees thoughts as he/she reads.*" But, in the post-interview, didn't know.
< In the pre-interview, said the reading process is different for a child than an adult and offered some evidence, but didn't know in the post-interview.
V Still sees an important connection between the literacy modes.

IV. Instructional Planning Skills
V Described two methods during each interview.
< Gave examples of principles in the pre-interview, but none in the post. Said in pre-, "*Attempts to try to bring in object lessons (Bible readings) which would be useful in day to day living. Will use past experiences and reminiscences to connect to current readings.*"
V Still affirms the use of questioning. "*If I answer them, I'm cheating them out of thinking.*"

V. Transaction Skills, Descriptive
V Still emphasizes comfort in the classroom.

VI. Transaction Skills, Elements
+ Stated in the post-interview, that "*though I don't always agree with FFB facilitators' conclusions, they made students think for themselves which is always good.*"

Teacher/Tutor - Marja

Galbraith attributes:

Role...+ Personality & Interpersonal Attributes...<
Knowledge Areas...+ Instructional Planning Skills...+
Transaction Skills, Descriptive...V
Transaction Skills, Elements...V

I. Role
+ Since FFB, identifies more strongly with other D. C. teachers. *"FFB Made me feel more part of the community of teachers and readers. Loves getting the books. Motivational and encouraging to me."*

II. Personality & Interpersonal Attributes
< More references made to personal attributes in pre-interview than post.

III. Knowledge Areas
+ Didn't know about the act of reading in the pre-interview. Now *"thinks a person receives meaning from groups of words."*
+ Now, recognizes how reading is hard work for some and that the learning process is the same for students and teachers.
< Still doesn't know how a person reads.
< Still doesn't know if the process is different for children than adults.
+ Now believes in a connection between reading, speaking, and writing and that students will become more confident in expressing themselves through reading.

IV. Instructional Planning Skills
+ Gave very detailed explanation of her methods during post interview. *"In general, we begin with the exploration of new materials/new idea. We look at the whole. Then, we look at the underlying principles that have been applied. Then students must write, following the pattern/similar sentences. Then students must apply their understanding to other materials, like other sentences to edit. Then, apply to sentence completion. Then, apply it within their writing. I'm trying to develop better reading skills while I teach grammar."*
< Gave some principles about becoming involved with writing during the pre-interview, but could not answer in the post interview.
+ More detailed in explaining her need to develop more skill in questioning. *"Trying to develop questioning. I am not a natural questioner. Enjoys observing, teaching facts, and getting opinions. My feel in the classroom is comparing experiences and letting conversations occur. Wants to develop probing kinds of questions, a disciplined examinations of materials through questioning. FFB is very stimulating for me."*

V. Transaction Skills, Descriptive
V Similar number of references

VI. Transaction Skills, Elements

V No references made during either interview.

Teacher/Tutor - Tony

Galbraith attributes:

Role...+ Personality & Interpersonal Attributes...<
Knowledge areas...+ Instructional planning skills...+
Transaction skills, Descriptive...V
Transaction skills, Elements...V

I. Role
+ Moved from *"facilitator"* to *"learner and collaborator. I'm just there to lead. I provide the content and materials. I don't see that I actually teach them that much, as much as they learn it themselves."*

II. Personality & Interpersonal Attributes
< More insightful comments made at pre-interview.

III. Knowledge Areas
+ In explaining the act of reading, moved from a pat definition (*"purpose of reading is to get meaning, ideas, to gain new knowledge, discover new vocabulary, learn to enjoy reading"*) to discussion of the use of imagination, day dreaming, empathizing, relating.
+ Moved from phonics perspective of differences between students and him to his experience with reading: *"The length of time I've been reading. It's pleasurable for me, leisure time reading in addition to a necessity for functioning in the world. For students, it's still a chore, hardship, difficulty, not pleasurable, but we're working on it."*
+ In pre- interview, a person reads by scanning and seeking interest, but in post interview, he appreciates the difficulty of students.
V Same response as before: *"Reading, speaking, and listening development go hand in hand."*

IV. Instructional Planning Skills
< In pre- interview, cited methods having to do with creativity, writing, guided imagery, but cited word attack skills in the post.
+ In post interview, more explicit about building vocabulary and perseverence when explaining principles of his teaching.
+ In post interview, gave more recognition to the role of questioning.

V. Transaction Skills, Descriptive
V Equal number of descriptive attributes in both

interviews.

VI. Transaction Skills, Elements
V Still recognizes that *"students come first--their needs, goals, desires; that's why we're here, to serve the students. The work we do is service-oriented."*

Section Seven: An Analysis of Changes for Individual Teachers/ Tutors and the Group of Teachers/Tutors

Chart 6. below shows the changes in adult education attributes (Galbraith 1989) that were made by teachers/tutors, according to their pre- and post program testimonies. The Galbraith subdomains include:

* R.....Role
* PIA.....Personality and Interpersonal Attributes
* KA.....Knowledge Areas
* IPS.....Instructional Planning Skills
* DF.....Descriptive Features under Teaching and Learning Transaction Skills
* E.....Elements under Teaching and Learning Transaction Skills

Chart 6.

How Six Teachers/Tutors Were Affected by Their Participation in the FFB Program

NAME OF TEACHER/TUTOR	R	PIA	KA	IPS	DF	E	TOTAL +'s
Betsy	+	V	+	+	+	+	5/6 = +'s
Esther	V	V	<	+	+	V	2/6 = +'s
Jo	V	+	+	+	+	+	5/6 = +'s
John	+	<	V/<	V	V	+	2/6 = +'s
Marja	+	<	+	+	V	V	3/6 = +'s
Tony	+	<	+	+	V	V	3/6 = +'s

According to the data, the six teachers/tutors indicated improved knowledge/ability or greater understanding (+) as a result of their participation in FFB in the following adult education attributes (Galbraith), listed in descending order:

* Instructional Planning Skills.....5/6 teachers/tutors
* Knowledge Areas.....4/6 teachers/tutors
* Role.....4/6 teachers/tutors
* Descriptive Features.....3/6 teachers/tutors
* Elements.....3/6 teachers/tutors
* Personality & Interpersonal At.....1/6teachers/tutors

Interpretations of the Results of the Teacher/Tutor Data

It proved to be more difficult to ascertain 'change' in the teacher/tutor pre- and post interview testimony than with the students for two reasons. First, while for students, a 'V' for the most part connotes a lack of development in an areas which needs to be improved (according to the value system of the researcher), for teachers/tutors/, a 'V' frequently means he/she is still using a valid and effective procedure or concept (again, according to the value system of the researcher). For instance, Tony believed before and after the FFB program that "*reading, speaking, and listening go hand in hand,*" a view also valued by this researcher. Also, Jo emphasized the importance of questioning as a teaching method in both the pre- and post interviews.

Secondly, as with the students, the researcher tried to

maintain a questioning style during the teacher/tutor interviews which did not lead or guide the respondents to articulate her expected answers and did not put specific terms or words in their mouths. However, because of her real-life role as an adult educator, the researcher's empathy was more naturally sensitive to the line of thought of the teachers/tutors than with the students. Thus, she was more suspicious that discrepancies due to a lack of memory or concentration might have been at play during the questioning of some teachers/tutors, rather than pre-/post FFB program 'changes' having actually occured. For example, John could not describe any principles of teaching he used during the post program interview, but was very specific during the pre- program interview. Also, during the pre-, Esther was very descriptive about how she thinks her students learn to read, but said she didn't know during the post program interview. Despite her suspicions, the researcher did not attempt to lead or guide the teachers/tutors, even when the answer seemed quite contradictory: "I'm just there to lead. I provide the content and materials. I don't see that I actually teach them that much, as much as they learn it themselves" (Tony).

Because of the above related two reasons, the researcher believes that focusing on and comparing all of the data (<, V, +) from the teachers/tutors might contrive interpretations. Therefore, she has only focused on the + indicators and is able to make two interpretations.

First Interpretation.

According to the information in Chart 6., two individual teachers/tutors made significant change in five of the six education attributes. For each, the changes are as follows:

* 5/6 attributes.....Betsy, Jo
* 3/6 attributes.....Tony, Marja
* 2/6 attributes.....Esther, John

The researcher notes that of these individuals, both Betsy and Jo had expressed the most sense of instructional challenge during their pre-program interviews. Therefore, it might be concluded that their participation in FFB may have provided them with relevant answers to their needs, keener levels of awareness, and encouragement. However, there is a danger to making such speculations because the one or two attirbutes changed by Esther and John may be more personally significant to them than the five or six for Betsy and Jo.

Second Interpretation.

Five of the six teachers/tutors made significant changes in the Instructional Planning Skills attribute of Galbraith, which includes:

* needs assessment;
* setting education objectives;
* evaluation;
* context analysis; and
* organizing the learning activities.

During the interviews, they all reported changes in their

instructional behaviors as a result. Observing the FFB facilitator and audience participation, as well as joining in the FFB acitivities apparently offered valuable insights to teachers/tutors for conceiving pragmatic methods to meet student needs.

Section Eight: Conclusions and Recommendations

Conclusions.

The analyzed testimony gives evidence that A Feel for Books sponsored by the District of Columbia Public Library has greatly affected those who attended on a regular basis, during 1992-1993.

In the first place, as indicated in Section Five (p 47), all of the ten students who were study participants evidenced degrees of positive change concerning their literacy (speaking, listening, reading, and writing) and learning understandings, feelings, and behaviors--far exceeding the first two objectives cited in the original proposal which only stipulated ascertaining any changes in students' 'reading': a) "spending more time reading"; b) "reading more of a variety of materials"; and c) "understanding better the reading process and definition of reading."

Secondly, as indicated in Section Seven (p 63) and answering the third proposal objective, participation in FFB affected the understanding of literacy instruction by the six teachers/tutors more than their knowledge of the act and process of reading, which had already (before FFB) embraced a Making Meaning model. Also, during FFB participation and attempts to fulfill their log responsibilities, they gained more knowledge of their students' progress and their need to focus on recognizing that progress.

Therefore, A Feel for Books has provided many Washington, D. C. adult developing students and their teachers/tutors with an

open door into the vibrant use and appreciation for literature, discussion, and the democratic exchange of ideas.

Recommendations.

1. It is recommended that other libraries consider the benefits to sponsoring such a program as A Feel for Books in their communities in order to enable and encourage listening, speaking, communication, reading, and writing and those other self-development areas cited by Lytle & Schultz and Galbraith to flourish for all involved in adult literacy education.

2. It is recommended that other libraries conduct assessment after the establishment of their "feel for books" programs in order to gauge the effects on participants and to make changes for improved presentations. For best results, assessments should use grounded research techniques and principles where the voices of the participants are heard, collected, and valued.

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[Appendix - A]

Date Mailed Jan 14, 1993 Log kept from Dec 10 to Jan 13

A Log of Observed Changes in the Literacy Behavior of Student

Name Marja Phone - -
Program Academy of Hope Student Mary

Attendance of student:
Mary comes to school almost every day. The school has Christmas break Dec 19 - Jan 3

Date	Situation	Length of time behavior observed	Behavior: LISTENING SPEAKING READING WRITING	Description of Behavior	Improved or The same or Regressed ?
12/10	Feel for Books Discussion	2 hrs	Listening and speaking	Mary made a number of appropriate and insightful comments during the discussion	Feel for Books brings the best out in Mary.
12/15	Math Class	½ hr	Writing	Mary uses class time at school to write in her log. We feel that this benefits her since she often otherwise wastes time. In our program each student works at his individual pace.	Mary has always fought against writing. Filling out the log causes her to do more writing than she would do otherwise
12/17	Reading Class	2	Reading	The reading tutor reports that Mary read a whole story without stopping	Notable improvement
1/5	~~After school Reading Class~~ free time	15 min	Reading	Mary read a picture book quite quickly without stopping.	This is an improvement because normally she would have soon found an excuse to stop.
1/8	Reading class	½ hr	Reading	Mary read a short story in a 6th grade book and answered questions on it very well.	She used to consider stories in this book much too difficult.
1/8	Reading Class	15 min	Speed reading	Mary still needs 3 min 30 sec. - 4 min 30 sec. to read 200 word selections at 4th grade level.	This is the same as before and has not improved.
1/13	Homework		Reading	Mary turned in two short stories that she had answered multiple choice questions about	This is the most reading homework that she has ever done at one time.

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(Postmarked for 7) Appendix B (1)

Date Mailed 12-31-92 Log kept from 12-8-92 to 12-15-92

A Log of My Activities in Reading, Writing, and Speaking

Name: Linda Phone

Educational Program PLAN

Dates of attendence in instruction: 12.8.92 - 12-15-92

Date	Activity	Time spent doing	Type of SPEAKING or title or type of READING or WRITING	Any reactions to doing this?
12-8-92	Class	1min	I was talk about what we need to write abo to keep PLAN open. Bill said what we should do is talk abou this in class but I Said no we should do it at home then bring it to School no Tuesday.	I felt good Saying this.
12-10-92	bus	1/2 min	I did talked Someabou the the feel to. book but I know that I have did better but it was good. And I did it read the book. I had fun talking about the book. Some.	This is a good book and it is coming on T.V. on saturday nigH on 9 and the time is 9:00 p.m
12-15-92	Schael		In Class I wrote a letter to some one wil help PLAN Stay open. It was a good letter And I know that we will be hereing Some-thing soon about the the letter that we all wrote to people that Can help us. Look on the 2	I am very p of my letter that I wrote.

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A FEEL FOR BOOKS Rating Sheet

The Ap 1 Discussion. (am) (pm)

Rate each topic 1, 2, 3, 4, or 5 with 1 as 'poor' and 5 as 'excellent.' Also, you may write a comment about any topic where it says, "Also, I think....."

RANKINGS	POOR 1	2	MID 3	4	EXCELLENT 5
(1.) The reading(s) talked about..... Also, I think			X		
(2.) The ideas or topics talked about..... Also, I think			X		
(3.) How the discussion was led..... Also, I think			X		
(4.) My reactions to my speaking..... Also, I think			X		
(5.) My reactions to hearing others speak.. Also, I think			X		

(6.) The discussion could have been better if more people talked...

(7.) Because of this discussion, I discovered new things.....

(8.) Any other comments? Keep up the good work.

Appendix C

A PEEL FOR BOOKS Rating Sheet

The Apl pm Discussion. (am) (pm)

Rate each topic 1. 2. 3. 4. or 5 with 1 as 'poor' and 5 as 'excellent.' Also, you may write a comment about any topic where it says. "Also. I think....."

RANKINGS	POOR 1	2	MID 3	4	EXCELLENT 5
1. The reading(s) talked about..... Also, I think				✓	
2. The ideas or topics talked about..... Also, I think			✓		
3. How the discussion was led..... Also. I think			✓		
4. My reactions to my speaking..... Also, I think			✓		
5. My reactions to hearing others speak.. Also, I think			✓		

6. The discussion could have been better if..more..folks..participated.

7. Because of this discussion, I..now..have...more...ideas about the text and illustrations of the 2 books.

8. Any other comments?

I think the books were more interesting as subjects as "a Feel For Books" than I thought they would be when I first saw them.

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